



## SYSTEM STUDY OF THE SUBJECT I-CONCEPT IN THE RUSSIAN PSYCHOLOGY

**Agapov Valery Sergeevich**

Doctor of psychological sciences, professor,  
Professor of acmeology and psychology of the professional activity department of the Russian academy of  
national economy and government service of RF President, Moscow  
Russian Federation, 143986 Moscow region, the city of Zheleznodorozhny,  
4 Jubileinaya str., b. 5, apt. 257

*Fecha de recepción: 6 de enero de 2012*

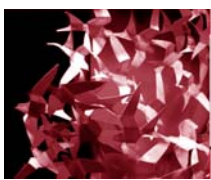
*Fecha de admisión: 15 de marzo de 2012*

### ABSTRACT

A significance of address to a system study of I-concept, selfness, identity and the Russian personality's subjectivity are actualized in this article. It analyzes the studies on I-concept, self-consciousness, self-comprehension, self-realization and self-actuality. The achievements of professor V.S. Agapov's scientific school in realization of the research program "Development of I-concept and a subject's ego (selfness) in dynamics of social and economical transformations of Russia" are set out herewith. A system-subject paradigm of study of I-concept as an integral personality-semantic formation is offered. Levels, aspects and regularities of a structural organization of the studied phenomena are revealed. A problem field and trends of the research program is determined.

**Keywords:** ego (selfness), I-concept, identity, self-determination, self-activity, subjectivity, system, complexity, inter-disciplinary, paradigm, becoming, development, self-identification

One of the most major goals of the contemporary Russian psychology is to acquire new horizons of development and expansion of a problematic field of studies in conditions of social-economical transformations. This actualizes the significance of address to a system-subject study of the profound concentration of valuables, semantic integrals, potentials and sources of I-concept, ego, identity and creation of the Russian personality. The well-established circumstances require a scientific search of solving the problems of personality's self-identity, self-determination, self-development, self-realization and self-determination as a representative of a certain group, region, ethnos and country. The contemporary Russian psychology is faced with an entire series of key matters that are currently far away from their scientific and practical solution (Журавлев [Zhuravlyev], 2007; Ломов [Lomov], 1984).

**SYSTEM STUDY OF THE SUBJECT I-CONCEPT IN THE RUSSIAN PSYCHOLOGY**

For last decades in the Russian psychology doctorate studies have been carried out on the following subjects: I-concept (V.S. Agapov, S.T. Janeryan), self-consciousness (I.V. Vachkov), professional self-consciousness (L. . Grigorovich, .L. Mironova, .V. Moscalenko, .Yu. Pryazhnikova), gender self-consciousness ( . . Tchekalina), national self-consciousness (D.D. Bekoyeva), ethnic self-consciousness ( . . Ivanova), self-appraisal (L.V.Borozdina), self-knowledge ( . . Skoroumova), self-comprehension (B.V. Kaigorodov), self-realization (E.V. Galazhinsky, G.B. Gorskaya, L. . orostlyeva), self-actualization ( .D. Dubovitskaya, .F. Yashchenko). The following subjects are being actively studied: identity (Ya.P. Belinskaya, N.V. Dmitriyeva), professional identity (L.B. Shneider), gender (L.N. Ozhegova), gender identity (N.Yu. Flotskaya), ethnic ( .G. Stefanenko) and social identity (N.L. Ivanova). The given studies reveal an optimal relation of the research study and applied methodologies, an age logics of appearance of self-consciousness and ego phenomena is considered (Агапов [Agapov], 2011). In this event the scientists' research works reflect a contradictory opinion on the nature of scientific notions as "self-appraisal", "self-consciousness", "I-concept", "ego", "identity". There is no straight scientific notion on a theoretical picture of correlation of the studied phenomena of subject's I-concept and ego manifestation.

At professor V.S. Agapov's scientific school the research program "Development of the I-concept and subject's ego in dynamics of social and economical transformations of Russia" realizes a system-subject paradigm of analysis on the studied diverse phenomena (Агапов [Agapov], 2011, 2012). System, complexity and inter-disciplinary promote the balance of methodological, theoretical, empiric and practical levels of realization of the research program (Абульханова [Abulkhanova], 1973, 2005; Барабанщиков [Barabanshikov], 2003, 2007; Брушлинский [Brushlinsky], 2003; Ломов [Lomov], 1996).

A system-subject paradigm integrates the substrate (study of I-concept and ego phenomena on the part of their elements, components, content; establishment of relatively independent, integral, recurring units – components, their comparative characteristics with clarification of homogeneity or heterogeneity of the contained material); the attributive (identification of ontological status of I-concept and the subject area of the studied phenomena of its manifestation; clarification of specificity and features of the studied phenomena compared to the close to them psychological phenomena); the structural (manifestation of the subsystems' nature in the I-concept structure from the point of view of simplicity or complexity of its inner organization, differentiation, its elements' cohesion into a certain integral system; comparison of various social-psychological mechanisms in the analysis of progress and formation inside the integral system of the subject's I-concept.); the functional (revelation of the rational character, intentional and functional orientation of the I-concept, characteristics of ego functions in the course of progress and formation of the I-concept's structure; functioning of a structural originality of subsystems inside the whole system of the subject's I-concept); the genetic (revelation of sources, reasons, stage and phases of formation, actualization and development of the subject's I-concept as well as phenomena of the identity manifestation); the dynamic (determination of genesis possibilities, coordination of the past, present and future, ratio of the variable and stable in subsystems inside the integral system of the subject's I-concept); the criterion (realization of criteria' system and empiric indices expressing a different degree of inter-component and intra-component relations of subsystems inside the integral system of the subject's I-concept) and the topological (separation of a spacious attribution of I-concept and identity to the subject's outside and inside world) analysis of the studied process.

Inter-disciplinary studies carried out at professor V.S. Agapov's scientific school, consider I-concept as an integrative systematic and personality-semantic formation including in a generalized (on various levels and differently) quality of integrals of the basic vital relations of a personality and their numerous concrete ways of realization, expressiveness and personifications. It coordinates the goals, valuables, basic believes, actions and behavior. The I-concept unifies all-in-one time, biogra-



## PSICOLOGÍA POSITIVA: DESARROLLO Y EDUCACIÓN

phical and casual aspects of self-consciousness, personality's object and subject qualities, arranges a personality's anima and its experience. I-concept is an inner condition for understanding of the regularities of "self"-processes: self-appraisal, self-definition, self-regulation and self-identification. On level of the I-concept a coherence of phenomena of personality's subjectivity is shown. Multi-aspect, multi-dimensionality and multi-level of the subject I-concept are displayed simultaneously in several vectors, revealing various scales of its structural and functional arrangement: integrity, structure and hierarchy.

The I-concept as an integral personality-semantic formation being in a cross-line of the determinants system is capable for becoming and development. In the given process an appropriate movement of this determinants system takes place: a change of composition, structure and methods of determination of inter-component relations inside the integral system. Under this condition the proper process of formation and development acquires the system's outlines. It allows more differentially come to a research of dynamics on stages and phases of process of the entire system of determinants of the I-concept that is constantly redefined in the course of development and that is why it cannot be ever predicted in full (Барабанщиков [Barabanshikov], 2003, 2007; Ломов [Lomov], 1996; Пригожин [Prigozhin], Стенгерс [Stengers], 2000; Хакен [Haken], 1980).

Thus, the proper process of formation and development of the subject I-concept stands as a poly-system process. "It expresses a unity of the discrete and the continuous stable and variable, identical and different, reproductive and productive, the actual and potential, necessary and accidental that is provided with only a definite ratio (measure) of types of the determinants. One may single out the levels (micro-, meso-, - and macro-) organizations, qualitatively different stages and phases, changes of the leading basis and key determinants", - V.A. Barabanshikov emphasizes (Барабанщиков [Barabanshikov], 2007, p. 275).

From the point of view of the system principle, formation and development of subject's I-concept is not only multilateral but also multivariable. Within the frameworks of the unified process various relations, properties and functions of the I-concept are unevenly developing. New grades of relations, features and functions of the I-concept may arise as a result of integration as well as the differentiation of inter-component and inner-component relations. Formation and development of the I-concept represents a polymorphous process including progressive and regressive qualitative transformations of components. As you can see, the origins of becoming and development of the I-concept, methods, means and forms of its realization bear a system character.

The I-concept phenomenon is being studied in the following viewpoints. First of all, in the context of a certain situation in which a subject is included. There are herewith foundations of the content and dynamics of the studied phenomenon. S.L. Rubenshtein remarks: "in a person included in the situation there is something that leads him beyond the limits of the situation in which he is included. The situation is only one of the components determining the actions. Any situation in its proper essence is problematic. Hence – a constant exit of a human beyond the limits of the situation, and the proper situation is a formation. The formation or what is being formed is correlated with somewhat inner inside a person that is in its turn correlated with somewhat external with regards to a situation coming beyond or leading it beyond its limits, this external against the situation is associated with the inner regarding a person ... This, a structure of my human being is revealed both in its complexity and in its dynamics. My action denies myself in a certain aspect and in some aspect transforms, reveals and realizes. Correspondingly, hence various aspects of "I" as a person may be understood" (Рубинштейн [Rubenshtein], 1997, p. 81-84). Secondly, from the point of view of a subject possessing of a certain form of activity. Herewith the studied phenomenon is taken in unity of the inner conditions of one's being forming the integrity of various modalities (Брушлинский [Brushlinsky], 2003). Thirdly, in a planet modality of the psychic that the studied



## SYSTEM STUDY OF THE SUBJECT I-CONCEPT IN THE RUSSIAN PSYCHOLOGY

phenomenon directly belong to. Herewith the specificity and the peculiarity of the phenomenon that stands as a party or a moment of the unimodal integrity are fixed.

At our scientific school the regularities of the structural arrangement of the I-concept are revealed (V.S. Agapov, .B. Borisov, .V.Vasilets, N. . Peshkova, .I. Salimova, .N. Shaidenkova), the creative I (.G. Selyuch), spiritual I (I.V. Ezhov) and reflexive I (V.V. Savanovich). Psychological features of interrelations of subsystems of personality and socially identity in the I-concept structure of future specialists are established (.N. ozlova). There have been revealed the dependences of self-appraisal, self-development (S. . Kuninkov), self-knowledge (I.L. Feldman), self-attitude (.B. Smirnova) and self-control (L. . Andropova) in the I-concept complicated structure of a subject of a pedagogical activity. A typology of a structural integration of self-consciousness (.V. Egunova) and personality's corporative identity (Ya.V. Artyemova) has been realized. A specificity of formation of a personality reflection (.I. Mishina), correlations between We-concept and I-concept of future specialists (N.V. Strokova) have been discovered. Interrelations on achievements motivation (N.N. Shensova), inner position (. . Shcherbina), creative abilities (.P. Shulga), gender identity (.V. Moiseeva), adaptation strategies (.V. Petuns), time perception (.V. Ryzhukhin), social-psychological adaptation (E.V. Khachaturova) with the I-concept have been described. Efficiency of methods of self-regulations in psychological (. . Slavnova) and acmeological practice (N. . Babaeva) have been considered. Correlates of the professional I with personality-professional formation (Yu.I. Galkina, .I. Plugin, S. . Khaidov) (Агапов и др. [Agapov, et. al.], 2010; Агапов [Agapov], Козлова [Kozlova], 2012; Агапов и др. [Agapov, et. al.], 2012; Селюч [Seluch], 2008; Фельдман и др. [Feldman, et. al.], 2010) have been singled out.

Realization on a research program is needed in further works out of I-concept and ego phenomena. One may designate the following studies of the personality's I-concept with a different level of subjectivity (responsibility, activity, self-discipline, insistence, initiative, reflection, self-determination), self-efficiency, self-affirmation, subject wellbeing, geniality, empathy, optimism; social and emotional intellect, spirituality, ability to work, professionalism, competence, creativeness, creative readiness and efficiency in a professional activity, stress-resistance, viability; with a various style of thinking, cognitive behavior and control-oneself behavior.

A problematic field of a research program includes five basic directions of complex studies.

The first direction is an interaction of the I-concept with senses, ideals, valuable orientations, basic views, high spiritual strivings, directives, abilities, professional competences, professional important skills of personality as well as ego, identity and We-concept.

The second direction is an establishment of correlates of development of I modalities: professional I, spiritual I, social I, creative I, reflexive I, strong-willed I, economical I ecological I, family I and corporal I; revelation of their ratio in the I-concept structure: definition of social-pedagogical grounds of development of self-cognition, the proper image of oneself, self-respect, rugged individualism, self-acceptance, professional and ethnic identity in the I-concept structure; separation of types of a structural formation of subject's I-concept.

The third direction is a reciprocal influence of a structural-functional arrangement of the I-concept, levels of efficient activities and factors providing them; reciprocal dependences of a professional activity as a creative process and the I-concept in system of a professional skill; acmeological analysis of differences of the content characteristics of the I-concept of highly-, average-, low efficient specialists; cmetectonics of the I-concept development process, ego, identity and personality's subjectivity.

The fourth direction is the ways of formation of environment of the vertex development and self-building by a personality of its own I-concept; optimization of its formation and development in ontogenesis (analysis of difficulties, reserves of self-perfection, overcoming of professional, age and vital crises); revelation of conditions for creative readiness of a personality to self-realization in life, working out and approbation of algorithms of psychological-pedagogical and acmeological support of the studied process.





## PSICOLOGÍA POSITIVA: DESARROLLO Y EDUCACIÓN

The fifth direction is an analysis of vital histories, scenarios, strategies of highly efficient personalities; studies of the I-narratives.

Thus, a further realization of the research program of V.S. Agapov's scientific school is based on a system-subject paradigm of the interdisciplinary cognition of the I-concept and ego identity phenomena.

**BIBLIOGRAPHIC REFERENCES**

- Абульханова К.А. (1973). *О субъекте психической деятельности*. М. : Наука.
- Абульханова К.А. (2005). Принцип субъекта в отечественной психологии // *Психология. Журнал высшей школы экономики*. Т. 2. № 4. С. 3–21.
- Агапов В.С. (2011). Фундаментальные идеи С.Л. Рубинштейна в современных исследованиях самосознания и Я-концепции субъекта // *Философско-психологическое наследие С.Л. Рубинштейна* / под ред. К.А. Абульхановой, С.В. Тихомировой. М. : ИП РАН. С. 234–246.
- Агапов В.С. (2012). *Становление Я-концепции в управленческой деятельности руководителей* : монография. М. : ООО «ПКЦ-Альтекс».
- Агапов В.С., Артемова Я.В. (2011). *Типология корпоративной идентичности личности* : монография. М. : РУДН.
- Агапов В.С. и др. (2010) / В.С. Агапов, Л.О. Андропова, О.Б. Смирнова. *Самоконтроль в структуре Я-концепции учителя начальных классов* : монография. Тула : НОО ВПО НП «ТИЭИ».
- Агапов В.С., Козлова О.Н. (2012). *Взаимосвязь личностной и социальной идентичности в структуре Я-концепции будущих специалистов* : монография. М. : РУДН.
- Агапов В.С. и др. (2012). *Становление личностной рефлексии будущих специалистов* : монография / В.С. Агапов, М.М. Мишина, Е.И. Мишина. М. : РУДН.
- Агапов В.С., Саланович В.В. (2012). *Структурные особенности рефлексивного Я менеджеров* : монография. М. : ООО «ПКЦ-Альтекс».
- Барabanчиков В.А. (2003). Системная организация и развитие психики // *Психологический журнал*. №1. С. 29–46.
- Барabanчиков В.А. (2007). Принцип системности и современная психология // *Теория и методология психологии. Постнеклассическая перспектива* / отв. ред. А.Л. Журавлев, А.В. Юревич. М. : ИП РАН. С. 268–285.
- Брушлинский А.В. (2003). *Психология субъекта*. СПб. : Алетейя.
- Журавлев А.Л. (2007). Особенности междисциплинарных исследований в современной психологии // *Теория и методология психологии. Постнеклассическая перспектива* / отв. ред. А.Л. Журавлев, А.В. Юревич. М. : ИП РАН. С.15–32.
- Ломов Б.Ф. (1984). *Методологические и теоретические проблемы психологии*. М. : Наука.
- Ломов Б.Ф. (1996). *Системность в психологии*. М. : ИПП; Воронеж : НПО «МОДЭК».
- Рубинштейн С.Л. (1997). *Человек и мир*. М. : Наука.
- Пригожин И., Стенгерс И. (2000). *Порядок из хаоса*. М. : Эдиториал УРСС.
- Селюч М.Г. (2008). *Системная концепция творческого Я руководителя образовательного учреждения* : монография. М. : МГОУ.
- Фельдман И.Л. и др. (2010) / И.Л. Фельдман, В.С. Агапов, Т.Н. Шайденкова. *Профессиональное самопознание педагога* : монография. Тула : ТГПУ им. Л.Н. Толстого.
- Хакен Г. (1980). *Синергетика*. М. : Мир.

